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ABSTRACT

Presented is the second of 12 instructional kits, on learning theories, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for the five performance objectives, a listing of the performance objectives themselves (such as demonstrating understanding of cognitive-field learning theory), instructions for five learning experiences (such as answering study questions from a text on learning theories), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. (DB)

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PROJECT CHILD

# Ten Kit 2

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EC 070 981

TEN KIT 2

TITLE: Learning Theories

APPROXIMATE TIME TO COMPLETE: 20 Hours

MATERIALS TO PURCHASE: Bigge, M. L., Learning Theories for Teachers, Harper and Row, 1964

INTRODUCTION:

This kit was designed to provide you with a working knowledge of the internal and external variables that influence the way people behave. Learning is basic to the development of athletic prowess, of taste in food and dress, and of the appreciation of art and music. It contributes to ethnic prejudice, to drug addiction, to fear, and to maladjustment. It produces the miser and the philanthropist, the bigot and the patriot. The manipulation of variables that influence other peoples' behavior is a characteristic of human interaction. It has been said that we may not choose not to influence others. We do influence others. Our only choice is whether to influence others systematically or to influence others haphazardly. Teachers have accepted a professional and a moral obligation to influence others systematically.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 2

## Learning Theories

PREASSESSMENT

Performance Objective 1

Name _____ Date _____

Proficiency requires that you perform with 90 percent accuracy on each of the following tests:

### Test 1

Place the correct family title in the blank before each theorist's name. Use a B to indicate behaviorist and a G to indicate Gestalt-field.

____ 1. Wright

____ 2. Stephen

____ 3. Spence

____ 4. Combs

____ 5. Bayles

____ 6. Skinner

____ 7. Mowrer

____ 8. Barker

____ 9. Koffka

____10. Miller

____11. Thorndike

____12. Lewin

____13. Kohler

____14. Watsen

____15. Wertheimer

Test 2

1. What are the associationist origins of current behaviorisms?
2. List and describe the laws of Thorndike's connectionism.
3. What are the two chief characteristics of Watson's behaviorism?
4. What are the two chief characteristics of the Neobehaviorists?
5. What are the origins of Gestalt-field psychology?
6. What is the philosophical thinking behind the two families of psychology?
7. What is the relationship between scientific realism and S-R Conditioning?
8. What is positive relativism and Gestalt-field psychology?
9. How do the two families of psychology define reality?
10. How is environment defined by the two groups of psychologists?
11. How do the two groups define perception?
12. Is interaction of person and environment alternating or simultaneous and mutual?
13. What is experience?
14. What is motivation to adherents of S-R Conditioning?
15. What is motivation to Gestalt-field theorists?

**

# TEN KIT 2

## Learning Theories

### PREASSESSMENT

### Performance Objective 1

Proficiency requires that the student perform with 90 percent accuracy on each of the following tests:

___G___ 1. Wright

___B___ 2. Stephen

___B___ 3. Spence

___G___ 4. Combs

___G___ 5. Boyles

___B___ 6. Skinner

___B___ 7. Mowrer

___G___ 8. Barker

___G___ 9. Koffka

___B___ 10. Miller

___B___ 11. Thorndike

___G___ 12. Lewin

___G___ 13. Kohler

___B___ 14. Watson

___G___ 15. Wertheimer

TEN KIT 2, Learning Theories, Preassessment, Performance Objective 1

Test 2

1. What are the associationist origins of current behaviorisms?

   The association of ideas in minds

2. List and describe the laws of Thorndike's connectionism.

   a. Law of Readiness - A conduction unit that is ready to conduct is satisying, and for it not to do so is annoying.

   b. Law of Exercise - The more times a stimulus-induced response is repeated, the longer it will be retained.

   c. Law of Effect - A response is strengthened if it is followed by pleasure and weakened if followed by displeasure.

3. What are the two chief characteristics of Watson's behaviorism?

   They are based on (1) science of chemistry and physics and (2) Pavlov's work or substitution of one stimulus for another.

4. What are the two chief characteristics of the Neobehaviorists?

   They are based on (1) analysis of behavior and (2) response modification.

5. What are the origins of Gestalt-field psychology?

   The central idea is an organized whole in contrast to a collection of parts.

6. What is the philosophical thinking behind the two families of psychology?

   1. Whether man is an actice creature of instincts
   2. Passive or active in determining environment
   3. Purposive interacting with the environment.

   (Two of the three answers above necessary)

7. What is the relationship between scientific realism and S-R Conditioning?

   S-R theorists have equated stimulus and response in psychology with cause and effect.

8. What is positive relativism and Gestalt-field psychology?

   a. Positive relativism is a thing that derives its qualities from its relationship to other things.

   b. Gestalt-field Psychology is the same as positive relativisim.

9. How do the two families of psychology define reality?

   a. Behaviorists define reality as physical objects and processes which exist in their own right.

   b. Gestalt-field defines reality as interpretation of physical objects and processes.

10. How is environment defined by the two groups of psychologists?

   a. Behaviorists define environment to be all of a person's physical and social surroundings.

   b. Gestalt-field defines environment to be what a person makes of what is around him.

11. How do the two groups define perception?

   a. Behaviorists define perception as sensing and deriving meaning which focuses on particular objects of the environment.

   b. Gestalt-field does not separate sensation of an object from its meaning.

12. Is interaction of person and environment alternating or simultaneous and mutual?

   a. Behaviorists see the interaction of person and environment as alternating.

   b. Gestalt-field see the interaction of person and environment as simultaneous and mutual.

13. What is experience?

   a. Behaviorists see experience as a conditioning process.

   b. Gestalt-field sees experience as:

      (1) purposively interacting with environment
      (2) insightful behavior

      (Either answer on b. is acceptable)

14. What is motivation to adherents of S-R Conditioning?

   Behaviorists see motivation as arising directly from one's organic drives or from a tendency to respond to prior conditioned drives and emotion.

15. What is motivation to Gestalt-field theorists?

   Gestalt-field sees motivation as a product of disequilibrium within a life space.

TEN KIT 2

## Learning Theories

PREASSESSMENT

Performance Objective 2

Name _____ Date _____

Proficiency requires at least 90 percent accuracy on the following test over terms:

1. Behaviorism -

2. Stimulus-response Conditioning -

3. Gestalt-Field Theories -

4. Watson -

5. Thorndike -

6. Gestalt -

7. Organismic, Field, phenomenological, cognitive-field psychology -

8. Eclectic -

9. S-R Bond -

10. Connectionism -

11. Trial and Error -

12. Law of Readiness -

13. Law of Exercise or Repetition -

14. Law of Effect -

15. Associative shifting -

16. Neobehaviorist -

17. Prägnanz -

18. Similarity -

19. Closure -

20. Good Continuation -

21. Membership character -

22. Topological and Vector Psychology -

23. Scientific Realism -

24. Contemporary Logical Empiricists

25. Positive Relativism -

26. Classical Conditioning -

27. Conditional response -

28. Instrumental Conditioning -

29. Extinction -

30. Reinforcement -

31. Primary Reinforcement -

32. Secondary Reinforcement -

33. Contiguous Conditioning -

34. Operant Conditioning -

35. Insight -

36. Thinking -

37. Operant -

38. Contingency of Reinforcement -

**

39. Positive Reinforcer -

40. Negative Reinforcer -

TEN KIT 2

## Learning Theories

### PREASSESSMENT

### Performance Objective 2

Proficiency requires at least 90 percent accuracy on the following test over terms:

1. Behaviorism - Watson; same as S-R conditioning.
2. Stimulus-response Conditioning - Same as behaviorism.
3. Gestalt-Field Theories - Learning is a reorganization of the learner's perceptual or psychological world.
4. Watson - Behaviorism
5. Thorndike - Connectionism
6. Gestalt - German noun, means configuration or pattern.
7. Organismic, Field, phenomenological, cognitive-field psychology - Other names associated with Gestalt psychology.
8. Eclectic - Obtain ideas from many sources.
9. S-R Bond - Thorndike; same as connectionism.
10. Connectionism - Thorndike; same as S-R Bond.
11. Trial-and-Error - Thorndike; Thorndike's description of cat getting out of a box.
12. Law of Readiness - For a conduction unit ready to conduct to do so is satisfying, and for it not to do so is annoying (Thorndike).
13. Law of Exercise or Repetition - Exercise strengthens the bond between situation and response (Thorndike).
14. Law of Effect - A response is strengthened if it is followed by pleasure and weakened if followed by displeasure (Thorndike).
15. Associative shifting - We may get any response for which a learner is capable associated with any situation to which he is sensitive (Thorndike).

16. Neobehaviorist - Best term to describe contemporary S-R conditioning.

17. Prägnanz - The observer will impose order on the field in a predictable way (Gestalt).

18. Similarity - Similar items tend to form groups in perception (Gestalt).

19. Closure - Closed areas are more stable than unclosed ones.

20. Good Continuation - The observer tends to continue straight lines as straight lines and curves as curves (Gestalt).

21. Membership character - A single part gets its characteristic from the context in which it appears (Gestalt).

22. Topological and Vector Psychology - A special kind of field psychology (Lewin).

23. Scientific Realism - The physical world experienced by human beings is real and essentially what it appears to be when observed through the senses.

24. Contemporary Logical Empiricists - The current representatives of scientific realism.

25. Positive Relativism - Contrasts sharply with logical empiricism; neither assert nor deny an absolute existence; psychological reality is defined as what we make of what we gain from our environment; also called relativism; the central idea of relativism is that a thing derives its qualities from its relationship to other things.

26. Classical Conditioning - Pavlov; stimulus substitution.

27. Conditional response - One that is associated with, or envoked by, a new-conditioned-stimulus.

28. Instrumental Conditioning - Thorndike; Skinner; Associated with reinforcement.

29. Extinction - Organism gradually loses a response or habit through its repeating the response a number of times while no reinforcing stimulus accompanies it.

30. Reinforcement - Increases the probability that a response will occur on future trials.

31. Primary Reinforcement - Strengthens behavior through the satisfaction of a basic biological need on drive.

32. Secondary Reinforcement - Sometimes called higher-order reinforcement; have acquired their power of reinforcement through learning.

33. Contiguous Conditioning - Guthrie; conditioning with no reinforcement.

34. Operant Conditioning - Skinner; instrumental conditioning; reinforcement follows the response.

35. Insight - Insights occur when an individual, in pursuing his purpose, sees new ways of utilizing elements in his environment.

36. Thinking - Goal-related problem solving.

37. Operant - The behavior upon which the reinforcement is contingent. Example: The height to which a pigeon must raise his head before he is reinforced.

38. Contingency of Reinforcement - A sequence within which a response is followed by a reinforcing stimulus.

39. Positive Reinforcer - Any stimulus the presentation of which strengthens the behavior upon which it is made contingent.

40. Negative Reinforcer - Any stimulus the withdrawal of which strengthens that behavior.

# TEN KIT 2

## Learning Theories

### PREASSESSMENT

### Performance Objective 3

Name_____ Date_____

Proficiency requires that you list, with 90 percent accuracy, six S-R theorists and explain the four neobehaviorists concept of the nature of learning.

A. Six S-R theorists that explain learning in terms of conditioning are:

1._____ 5._____

2._____ 6._____

3._____

4._____

B. The four neobehaviorist's concepts of the nature of learning are:

1._____

_____

2._____

_____

3._____

_____

4._____

_____

# TEN KIT 2

## Learning Theories

### PREASSESSMENT

### Performance Objective 3

Proficiency requires that the student list, with 90 percent accuracy, six S-R theorists and explain the four neobehaviorists concept of the nature of learning.

A. Six S-R theorists are:

1. Gutherie
2. Hull
3. Skinner
4. Spence
5. Tolmon
6. Mowrer

B. The four neobehaviorist's concepts of the nature of learning are:

1. Contigious Conditioning - Learning which is acting at the time of a response, tend to evoke that response.
2. Deductive Behaviorism or Reinforcement Theory - Learning is stamped in through a process of repeated need or drive stimulus reductions.
3. Operant Conditioning - Learning occurs through reinforcing after the stimulus occurs.
4. Quantitative S-R Theory - Learning is a non-observable, hypothetical construct or variable that intervenes between observable independent and dependent variables.

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Learning Theories

PREASSESSMENT

Performance Objective 4

Name _____ Date _____

Proficiency requires that you perform with at least 90 percent accuracy on the following test:

1. State one reason Skinner used animals to study operant reinforcement.

2. State the psychological theory underlying Skinner's teaching procedures.

3. List two meanings of the "science of behavior" concept.

4. The relationship between the science of behavior and determinism is shown in the following statement.

5. Operant conditioning is non-physiological and non-phenomenological. Write a statement which would show this relationship.

6. What is the nature of operant conditioning or reinforcement? Use the pigeon as an example to clarify this concept.

7. Define a contigency of reinforcement.

8. State Skinner's explanation of the difference between operant and reflective conditioning

9. List the processes of operant reinforcement and extinction.

10. List the two kinds of reinforcers.

11. Is punishment reinforcement? Give an example to support your position.

12. What are the types of operant reinforcement?

13. Define extinction.

14. Give an example of how operant conditioning may be applied to schoolroom practices.

15. According to Skinner, the shortcomings of current educational practice are:

16. What are the four relevant considerations in conditioning (teaching) a child?

**

17. Teaching machines work on the following two basic requirements.

18. State four advantages of the use of mechanical teaching devices.

19. Can machines teach a child to think? State two similarities between machines and thinking which makes Skinner think that machines can teach a child to think.

# TEN KIT 2

## Learning Theories

### PREASSESSMENT

### Performance Objective 4

Proficiency requires at least 90 percent accuracy on the following test:

1. State one reason Skinner used animals to study operant reinforcement.

   Simple organisms, easy to observe.

2. State the psychological theory underlying Skinner's teaching procedures.

   Psychologists should restrict their study to the correlations between stimuli and responses and not meddle with any "make-believe" psychology which constructs intervening physiological and mental links between stimuli and responses.

3. List two meanings of the "science of behavior" concept.

   a. A scientific-realistic definition of science--Skinner works on the assumption that there is order in nature, including human behavior.

   b. Man, a subject of science--it is not to be assumed that human behavior has any peculiar properties that require a unique method of special kind of knowledge.

4. The relationship between the science of behavior and determinism is shown in the following statement.

   Skinner's psychology implies a strictly naturalistic determinism.

5. Operant conditioning is non-physiological and non-phenomenological. Write a statement which would show this relationship.

   Skinner is convinced that the proactive of looking inside an organism for an explanation of behavior has tended to obsure the variables that lie outside the organism and are immediately available for scientific analysis.

6. What is the nature of operant conditioning or reinforcement? Use the pigeon as an example to clarify this concept.

   In the pigeon experiment, the process of operant conditioning is the change in frequency with which the head is lifted to a given height, the reinforcer is food, and the reinforcement is food presentation when the response is emitted.

7. Define a contigency of reinforcement.

   A contingency of reinforcement is a sequence within which a response is followed by a reinforcing stimulus.

8. State Skinner's explanation of the difference between operant and reflective conditioning.

   Reflexive substitution. In operant learning the most significant stimulus is that which immediately follows the response.

9. List the processes of operant reinforcement and extinction.

   Any stimulus whose presentation or removal increases the probability of a response is a reinforcer. Withold the reinforcer and extinction occurs.

10. List the two kinds of reinforcers.

    A positive reinforcer is any stimulus the presentation of which strengthens the behavior upon which it is made contingent. A negative reinforcer is any stimulus the withdrawal of which strengthens that behavior.

11. Is punishment reinforcement? Give an example to support your position.

    Punishment is a basically different process from reinforcement. Results of experiments indicate that punishment does not permanently reduce a tendency to respond. In Thorndike's experiment punishment did not weaken the behavior.

12. What are the types of operant reinforcement?

    There are two rather distinct types of operant reinforcements -- stimulus discrimination and response differentiation.

13. Define extinction.

    When not reinforced subject does not respond.

14. Give an example of how operant conditioning may be applied to schoolroom practices.

    Teaching spelling is mainly a process of shaping complex forms of behavior. In other subjects, for example arithmetic, response must be brought under the control of appropriate stimuli.

15. According to Skinner, the shortcomings of current educational practice are:

    a. Behavior is dominated by aversion (escape) stimulation.

    b. Too great a lapse of time exists between behavior and its reinforcement.

    c. A skillful program of reinforcement that moves forward through a series of progressive approximations to the final complex behavior desired is progressive approximations to the final complex behavior desired is lacking.

    d. Reinforcement of desired behavior occurs much too infrequently.

16. What are the four relevant considerations in conditioning (teaching) a child?

    a. What behavior is to be established.

    b. What reinforcers are available.

    c. What responses are available.

    d. How can reinforcements be met efficiently scheduled.

17. Teaching machines work on the following two basic requirements.

    a. A student must compare his response rather than select it from a set of alternatives.

    b. In acquiring complex behavior, a student must pass through a carefully designed sequence of steps; each step must be so small that it always can be taken.

18. State four advantages of the use of mechanical teaching devices.

    a. Reinforcement for the right answer is immediate.

    b. Mere manipulation of the device probably will keep the average pupil working.

    c. A student may progress at his own pace.

    d. May start where stopped.

    c. Each student may advance at our rate.

19. Can machines teach a child to think? State one similarity between machines and thinking which makes Skinner think that machines can teach a child to think.

    Yes. Thinking is not the absence of lawfulness and it should never be considered a spontaneous process.

TEN KIT 2

Learning Theories

PREASSESSMENT

Performance Objective 5

Name _____ Date _____

Proficiency requires that you score at least 90 percent accuracy on the following test:

1. What is the chief difference between cognitive-field theory and S-R conditioning theory?

2. Why are both terms cognitive and field used?

3. What are the essential features of cognitive-field psychology?

4. How do cognitive-field theorists use the life space concept?

5. In cognitive-field theory what is the origin and nature of a person?

6. How many selves does an individual have?

7. Name three ways in which cognitive structure of life space changes.

8. How do cognitive-field theorists define intelligence?

9. Distinguish between intelligent and non-intelligent behavior.

10. Summarize cognitive-field theory.

# TEN KIT 2

## Learning Theories

### PREASSESSMENT

### Performance Objective 5

Proficiency requires at least 90 percent accuracy on the following test:

1. What is the chief difference between cognitive-field theory and S-R conditioning theory?

   Cognitive-Field theory states that learning must be studied by wholes while S-R theroists state that learning must be studied by studying the parts of which the learning process is composed.

2. Why are both terms cognitive and field used?

   The cognitive aspect of cognitive-field theory deals with the problem of how people gain an understanding of themselves and their environment and how, using their cognitions, they act in relation to their environment. The field aspect consists of the concurrent interrelationships of a person and his psychological environment in any one situation.

3. What are the essential features of cognitive-field psychology?

   Its relativistic approach to the study of perception and reality. Also behavior is purposive, emphasis on psychological function rather than the objects.

4. How do cognitive-field theorists use the life space concept?

   The basic concept of cognitive-field psychology is life-space. Life space is a model of psychological reality. Life space does not refer to physical entities. Life space is used as a model, paradigm, or root metaphor that enables cognitive-field theorists to take into consideration the total contemporaneous life situation of an individual.

6. How many selves does an individual have?

   Many. Self is always in the process of its making. Self is capable of including a number of inconsistent selves.

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7. Name three ways in which cognitive structure of life space changes.

   A person changes the cognitive structure of his life space through differentiation, generalization, and restructurization of its respective regions.

8. How do cognitive-field theorists define intelligence?

   Cognitive-field psychologists define intelligence as the ability to respond in present situations on the basis of anticipation of future possible consequences and with a view to controlling the consequences that ensue.

9. Distinguish between intelligent and non-intelligent behavior.

   Cognitive-field psychologists view an intelligently behaving person as one who acts as if he is pursuing a purpose and has some foresights as to how it is to be achieved. Non-intelligent behavior arises when a person is pushed or pulled about as an inert, non-living object, just as a stone dislodged from a place of support fails to a lower lodgment.

10. Summarize cognitive-field theory.

    To summarize a cognitive-field theory of learning, we may say that a person learns through differentiating, generalizing, and restructuring his person and his psychological environment in such way as to acquire new or changed insights, understandings, or meanings concerning them, and thereby achieves changes in motivation, group belongingness, time perspective, and ideology.

# TEN KIT 2

## Learning Theories

### Performance Objectives

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After completing Kit 2, you will:

1. Demonstrate your comprehension of the two major families of contemporary learning theory by placing each major learning theorist in the correct family and performing with at least 90 percent accuracy on an objective test.

2. Demonstrate your comprehension of terms related to major learning theorists by achieving at least 90 percent accuracy on a matching test over theorists and related terms.

3. Demonstrate your comprehension of the learning process as described by S-R Conditioning theorists by identifying six S-R theorists and explaining the four neobehaviorist's concepts of the nature of learning with 90 percent accuracy.

4. Comprehend Skinner's behavioristic learning theory as demonstrated by performing with at least 90 percent accuracy on an objective test.

5. Comprehend cognitive-field learning theory as demonstrated by scoring at least 90 percent correct on an objective test.

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 1

A. Secure from your teacher supervisor study questions for Chapter 3 of Bigge's Learning Theories for Teachers.

B. Read Chapter 3 of Bigge's Learning Theories for Teachers, answering the study questions as you read.

C. From the chapter identify the two major families of learning theory.

D. Identify the major theorists in each family of learning theory.

E. Secure from your teacher supervisor a matching exercise to assure correct identification of theorists with families.

F. If you have questions over any part of this learning experience, schedule a conference with your teacher supervisor.

(Performance Objective 1)

# TEN KIT 2

## Learning Theories

Study Questions

### LEARNING EXPERIENCE 1

#### Performance Objective 1

1. What are the associationist origins of current behaviorisms?
2. List and describe the laws of Thorndike's connectionism.
3. What are the two chief characteristics of Watson's behaviorism?
4. What are the two chief characteristics of the Neobehaviorists?
5. What are the origins of Gestalt-field psychology?
6. What is the philosophical thinking behind the two families of psychology?
7. What is the relationship between scientific realism and S-R Conditioning?
8. What is positive relativism and Gestalt-field psychology?
9. How do the two families of psychology define reality?
10. How is environment defined by the two groups of psychologists?
11. How do the two groups define perception?
12. Is interaction of person and environment alternating or simultaneous and mutual?
13. What is experience?
14. What is motivation to adherents of S-R Conditioning?
15. What is motivation to Gestalt-Field theorists?

TEN KIT 2

Learning Theories

LEARNING EXPERIENCE 1 Study Questions

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Performance Objective 1

1. What are the associationist origins of current behaviorisms?

   The association of ideas in minds

2. List and describe the laws of Thorndike's connectionism.

   a. Law of Readiness - A conduction unit that is ready to conduct is satisying, and for it not to do so is annoying.

   b. Law of Exercise - The more times a stimulus-induced response is repeated, the longer it will be retained.

   c. Law of Effect - A response is strengthened if it is followed by pleasure and weakened if followed by displeasure.

3. What are the two chief characteristics of Watson's behaviorism?

   They are based on (1) science of chemistry and physics and (2) Pavlov's work or substitution of one stimulus for another.

4. What are the two chief characteristics of the Neobehaviorists?

   They are based on (1) analysis of behavior and (2) response modification.

5. What are the origins of Gestalt-field psychology?

   The central idea is an organized whole in contrast to a collection of parts.

6. What is the philosophical thinking behind the two families of psychology?

   1. Whether man is an actice creature of instincts
   2. Passive or active in determining environment
   3. Purposive interacting with the environment.

   (Two of the three answers above necessary)

7. What is the relationship between scientific realism and S-R Conditioning?

   S-R theorists have equated stimulus and response in psychology with cause and effect.

8. What is positive relativism and Gestalt-field psychology?

   a. Positive relativism is a thing that derives its qualities from its relationship to other things.

   b. Gestalt-field Psychology is the same as positive relativisim.

TEN KIT 2, Learning Theories, Learning Experience 1, Performance Objective 1
Study Questions

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9. How do the two families of psychology define reality?

   a. Behaviorists define reality as physical objects and processes which exist in their own right.

   b. Gestalt-field defines reality as interpretation of physical objects and processes.

10. How is environment defined by the two groups of psychologists?

   a. Behaviorists define environment to be all of a person's physical and social surroundings.

   b. Gestalt-field defines environment to be what a person makes of what is around him.

11. How do the two groups define perception?

   a. Behaviorists define perception as sensing and deriving meaning which focuses on particular objects of the environment.

   b. Gestalt-field does not separate sensation of an object from its meaning.

12. Is interaction of person and environment alternating or simultaneous and mutual?

   a. Behaviorists see the interaction of person and environment as alternating.

   b. Gestalt-field see the interaction of person and environment as simultaneous and mutual.

13. What is experience?

   a. Behaviorists see experience as a conditioning process.

   b. Gestalt-field sees experience as:

      (1) purposively interacting with environment
      (2) insightful behavior

      (Either answer on b. is acceptable)

14. What is motivation to adherents of S-R Conditioning?

   Behaviorists see motivation as arising directly from one's organic drives or from a tendency to respond to prior conditioned drives and emotion.

15. What is motivation to Gestalt-field theorists?

   Gestalt-field sees motivation as a produce of disequilibrium within a life space.

TEN KIT 2

Learning Theories

Matching Exercise

LEARNING EXPERIENCE 1

Performance Objective 1

Place the correct family title to each of the theorist listed. Use a (B) to indicate behavorist and a (G) to indicate Gestalt-Field.

1. _____ Wright
2. _____ Stephen
3. _____ Spence
4. _____ Combs
5. _____ Bayles
6. _____ Skinner
7. _____ Mowrer
8. _____ Barker
9. _____ Koffka
10. _____ Miller
11. _____ Thorndike
12. _____ Lewin
13. _____ Kohler
14. _____ Watson
15. _____ Wertheimer

# TEN KIT 2

## Learning Theories

LEARNING EXPERIENCE 1 Matching Exercise

Performance Objective 1

Proficiency requires that the student perform with 90 percent accuracy on each of the following tests:

G 1. Wright

B 2. Stephen

B 3. Spence

G 4. Combs

G 5. Boyles

B 6. Skinner

B 7. Mowrer

G 8. Barker

G 9. Koffka

B 10. Miller

B 11. Thorndike

G 12. Lewin

G 13. Kohler

B 14. Watson

G 15. Wertheimer

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 2

A. Secure from your teacher supervisor a list of forty terms and define or explain them as you read Chapter 3 of Bigge's Learning Theories for Teachers.

B. Schedule a critique with your teacher supervisor to answer any questions you have regarding these terms.

(Performance Objective 2)

**

TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 2

#### Performance Objective 2

Define or explain the following terms using the book Learning Theories for Teachers.

1. Behaviorism -

2. Stimulus-response Conditioning -

3. Gestalt-Fielt Theories -

4. Watson -

5. Thorndike -

6. Gestalt -

7. Organismic, Field, phenomenological, cognitive-field psychology -

8. Eclectic -

9. S-R Bond -

10. Connectionism -

11. Trial-and-Error -

12. Law of Readiness -

13. Law of Exercise or Repetition -

14. Law of Effect -

15. Associative shifting -

16. Neobehaviorist -

17. Prägnanz

18. Similarity -

19. Closure -

20. Good Continuation -

21. Membership character -

22. Topological and Vector Psychology -

23. Scientific Realism -

24. Contemporary Logical Empiricists -

25. Positive Relativism -

26. Classical Conditioning -

27. Conditional response -

28. Instrumental Conditioning -

29. Extinction -

30. Reinforcement -

31. Primary Reinforcement -

32. Secondary Reinforcement -

33. Contiguous Conditioning -

34. Operant Conditioning -

35. Insight -

36. Thinking -

TEN KIT 2, Learning Theories, Learning Experience 2, Performance Objective 2

37. Operant -

38. Contingency of Reinforcement -

39. Positive Reinforcer -

40. Negative Reinforcer -

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 2

### Performance Objective 2

Proficiency requires at least 90 percent accuracy on the following test over terms:

1. Behaviorism - Watson; same as S-R conditioning.
2. Stimulus-response Conditioning - Same as behaviorism.
3. Gestalt-Field Theories - Learning is a reorganization of the learner's perceptual or psychological world.
4. Watson - Behaviorism
5. Thorndike - Connectionism
6. Gestalt - German noun, means configuration or pattern.
7. Organismic, Field, phenomenological, cognitive-field psychology - Other names associated with Gestalt psychology.
8. Eclectic - Obtain ideas from many sources.
9. S-R Bond - Thorndike; same as connectionism.
10. Connectionism - Thorndike; same as S-R Bond.
11. Trial-and-Error - Thorndike; Thorndike's description of cat getting out of a box.
12. Law of Readiness - For a conduction unit ready to conduct to do so is satisfying, and for it not to do so is annoying (Thorndike).
13. Law of Exercise or Repetition - Exercise strengthens the bond between situation and response (Thorndike).
14. Law of Effect - A response is strengthened if it is followed by pleasure and weakened if followed by displeasure (Thorndike).
15. Associative shifting - We may get any response for which a learner is capable associated with any situation to which he is sensitive (Thorndike).

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16. Neobehaviorist - Best term to describe contemporary S-R conditioning.

17. Prägnanz - The observer will impose order on the field in a predictable way (Gestalt).

18. Similarity - Similar items tend to form groups in perception (Gestalt).

19. Closure - Closed areas are more stable than unclosed ones.

20. Good Continuation - The observer tends to continue straight lines as straight lines and curves as curves (Gestalt).

21. Membership character - A single part gets its characteristic from the context in which it appears (Gestalt).

22. Topological and Vector Psychology - A special kind of field psychology (Lewin).

23. Scientific Realism - The physical world experienced by human beings is real and essentially what it appears to be when observed through the senses.

24. Contemporary Logical Empiricists - The current representatives of scientific realism.

25. Positive Relativism - Contrasts sharply with logical empiricism; neither assert nor deny an absolute existence; psychological reality is defined as what we make of what we gain from our environment; also called relativism; the central idea of relativism is that a thing derives its qualities from its relationship to other things.

26. Classical Conditioning - Pavlov; stimulus substitution.

27. Conditional response - One that is associated with, or envoked by, a new-conditioned-stimulus.

28. Instrumental Conditioning - Thorndike; Skinner; Associated with reinforcement.

29. Extinction - Organism gradually loses a response or habit through its repeating the response a number of times while no reinforcing stimulus accompanies it.

30. Reinforcement - Increases the probability that a response will occur on future trials.

31. Primary Reinforcement - Strengthens behavior through the satisfaction of a basic biological need on drive.

32. Secondary Reinforcement - Sometimes called higher-order reinforcement; have acquired their power of reinforcement through learning.

33. Contiguous Conditioning - Guthrie; conditioning with no reinforcement.

34. Operant Conditioning - Skinner; instrumental conditioning; reinforcement follows the response.

35. Insight - Insights occur when an individual, in pursuing his purpose, sees new ways of utilizing elements in his environment.

36. Thinking - Goal-related problem solving.

37. Operant - The behavior upon which the reinforcement is contingent. Example: The height to which a pigeon must raise his head before he is reinforced.

38. Contingency of Reinforcement - A sequence within which a response is followed by a reinforcing stimulus.

39. Positive Reinforcer - Any stimulus the presentation of which strengthens the behavior upon which it is made contingent.

40. Negative Reinforcer - Any stimulus the withdrawal of which strengthens that behavior.

TEN KIT 2

Learning Theories

LEARNING EXPERIENCE 3

Answer the following questions with the appropriate response as suggested by the statement. (Chapter 4, Bigge's Learning Theories for Teachers.)

A. Six S-R theorists that explain learning in terms of conditioning are:

1. _____ 5. _____

2. _____ 6. _____

3. _____

4. _____

5. _____

B. The four neobehaviorist's concepts of the nature of learning are:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

(Performance Objective 3)

**

TEN KIT 2

Learning Theories

LEARNING EXPERIENCE 3

Performance Objective 3

Proficiency requires that the student list, with 90 percent accuracy, six S-R theorists and explain the four neobehaviorists concept of the nature of learning.

A. Six S-R theorists are:

1. Gutherie
2. Hull
3. Skinner
4. Spence
5. Tolmon
6. Mowrer

B. The four neobehaviorist's concepts of the nature of learning are:

1. Contigious Conditioning - Learning which is acting at the time of a response, tend to evoke that response.
2. Deductive Behaviorism or Reinforcement Theory - Learning is stamped in through a process of repeated need or drive stimulus reductions.
3. Operant Conditioning - Learning occurs through reinforcing after the stimulus occurs.
4. Quantitative S-R Theory - Learning is a non-observable, hypothetical construct or variable that intervenes between observable independent and dependent variables.

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 4

A. Secure from your teacher supervisor a list of study questions over Chapter 5 of Bigge's Learning Theories for Teachers.

B. Read the chapter and answer the study questions.

C. Practice answering the questions without using notes or text until you are ready to take the test for proficiency assessment.

(Performance Objective 4)

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# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 4

### Performance Objective 4

Study questions for Chapter 5 of Bigge's Learning Theories for Teachers.

1. State one reason Skinner used animals to study operant reinforcement.

2. State the psychological theory underlying Skinner's teaching procedures?

3. List two meanings of the "science of behavior" concept.

4. The relationship between the science of behavior and determinism is shown in the following statement.

5. Operant conditioning is non-physiological and non-phenomenological. Write a statement which would show this relationship.

6. What is the nature of operant conditioning or reinforcement? Use the pigeon as an example to clarify this concept.

7. Define a contigency of reinforcement.

TEN KIT 2, Learning Theories, Learning Experience 4, Performance Objective 4

8. Define a contigency of reinforcement.

9. List the processes of operant reinforcement and extinction.

10. List the two kinds of reinforcers.

11. Is punishment reinforcement: Give an example to support your position.

12. What are the types of operant reinforcement?

13. Define extinction.

14. Give an example of how operant conditioning may be applied to schoolroom practices.

15. According to Skinner, the shortcomings of current educational practice are:

16. What are the four relevant considerations in conditioning (teaching) a child?

17. Teaching machines work on the following two basic requirements.

TEN KIT 2, Learning Theories, Learning Experience 4, Performance Objective 4

18. State four advantages of the use of mechanical teaching devices.

19. Can machines teach a child to think? State two similarities between machines and thinking which makes Skinner think that machines can teach a child to think.

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 4

#### Performance Objective 4

Proficiency requires at least 90 percent accuracy on the following test:

1. State one reason Skinner used animals to study operant reinforcement.

   Simple organisms, easy to observe.

2. State the psychological theory underlying Skinner's teaching procedures.

   Psychologists should restrict their study to the correlations between stimuli and responses and not meddle with any "make-believe" psychology which constructs intervening physiological and mental links between stimuli and responses.

3. List two meanings of the "science of behavior" concept.

   a. A scientific-realistic definition of science--Skinner works on the assumption that there is order in nature, including human behavior.

   b. Man, a subject of science--it is not to be assumed that human behavior has any peculiar properties that require a unique method of special kind of knowledge.

4. The relationship between the science of behavior and determinism is shown in the following statement.

   Skinner's psychology implies a strictly naturalistic determinism.

5. Operant conditioning is non-physiological and non-phenomenological. Write a statement which would show this relationship.

   Skinner is convinced that the proactive of looking inside an organism for an explanation of behavior has tended to obsure the variables that lie outside the organism and are immediately available for scientific analysis.

6. What is the nature of operant conditioning or reinforcement? Use the pigeon as an example to clarify this concept.

   In the pigeon experiment, theprocess of operant conditioning is the change in frequency with which the head is lifted to a given height, the reinforcer is food, and the reinforcement is food presentation when the response is emitted.

7. Define a *contigency of reinforcement.*

   A contingency of reinforcement is a sequence within which a response is followed by a reinforcing stimulus.

8. State Skinner's explanation of the difference between operant and reflective conditioning.

   Reflexive substitution. In operant learning the most significant stimulus is that which immediately follows the response.

9. List the processes of operant reinforcement and extinction.

   Any stimulus whose presentation or removal increases the probability of a response is a reinforcer. Withold the reinforcer and extinction occurs.

10. List the two kinds of reinforcers.

    A positive reinforcer is any stimulus the presentation of which strengthens the behavior upon which it is made contingent. A negative reinforcer is any stimulus the withdrawal of which strengthens that behavior.

11. Is punishment reinforcement? Give an example to support your position.

    Punishment is a basically different process from reinforcement. Results of experiments indicate that punishment does not permanently reduce a tendency to respond. In Thorndike's experiment punishment did not weaken the behavior.

12. What are the types of operant reinforcement?

    There are two rather distinct types of operant reinforcements -- stimulus discrimination and response differentiation.

13. Define extinction.

    When not reinforced subject does not respond.

14. Give an example of how operant conditioning may be applied to schoolroom practices.

    Teaching spelling is mainly a process of shaping complex forms of behavior. In other subjects, for example arithmetic, response must be brought under the control of appropriate stimuli.

15. According to Skinner, the shortcomings of current educational practice are:

    a. Behavior is dominated by aversion (escape) stimulation.

    b. Too great a lapse of time exists between behavior and its reinforcement.

    c. A skillful program of reinforcement that moves forward through a series of progressive approximations to the final complex behavior desired is progressive approximations to the final complex behavior desired is lacking.

    d. Reinforcement of desired behavior occurs much too infrequently.

16. What are the four relevant considerations in conditioning (teaching) a child?

    a. What behavior is to be established.

    b. What reinforcers are available.

    c. What responses are available.

    d. How can reinforcements be met efficiently scheduled.

17. Teaching machines work on the following two basic requirements.

    a. A student must compare his response rather than select it from a set of alternatives.

    b. In acquiring complex behavior, a student must pass through a carefully designed sequence of steps; each step must be so small that it always can be taken.

18. State four advantages of the use of mechanical teaching devices.

    a. Reinforcement for the right answer is immediate.

    b. Mere manipulation of the device probably will keep the average pupil working.

    c. A student may progress at his own pace.

    d. May start where stopped.

    c. Each student may advance at our rate.

19. Can machines teach a child to think? State one similarity between machines and thinking which makes Skinner think that machines can teach a child to think.

    Yes. Thinking is not the absence of lawfulness and it should never be considered a spontaneous process.

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 5

A. Secure from your teacher supervisor a set of study questions for Chapter 8 over Bigge's Learning Theories for Teachers.

B. Read the chapter, answering the questions from the text.

C. Practice answering the questions without using notes or text.

D. If you have any questions over the material, schedule a conference with your teacher supervisor to discuss them.

(Performance Objective 5)

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 5

### Performance Objective 5

Study questions for Chapter 8 of Bigge's Learning Theories for Teachers.

1. What is the chief difference between cognitive-field theory and S-R conditioning theory?

2. Why are both terms cognitive and field used?

3. What are the essential features of cognitive-field psychology?

4. How do cognitive-field theorists use the life space concept?

5. In cognitive-field theory, what is the origin and nature of a person?

**

TEN KIT 2, Learning Theories, Learning Experience 5, Performance Objective 5

6. How many selves does an individual have?

7. Name three ways in which cognitive structure of life space changes.

8. How do cognitive-field theorists define intelligence?

9. Distinguish between intelligent and nonintelligent behavior.

10. Summarize cognitive-field theory.

# TEN KIT 2

## Learning Theories

### LEARNING EXPERIENCE 5

#### Performance Objective 5

Proficiency requires at least 90 percent accuracy on the following test:

1. What is the chief difference between cognitive-field theory and S-R conditioning theory?

   Cognitive-Field theory states that learning must be studied by wholes while S-R theroists state that learning must be studied by studying the parts of which the learning process is composed.

2. Why are both terms cognitive and field used?

   The cognitive aspect of cognitive-field theory deals with the problem of how people gain an understanding of themselves and their environment and how, using their cognitions, they act in relation to their environment. The field aspect consists of the concurrent interrelationships of a person and his psychological environment in any one situation.

3. What are the essential features of cognitive-field psychology?

   Its relativistic approach to the study of perception and reality. Also behavior is purposive, emphasis on psychological function rather than the objects.

4. How do cognitive-field theorists use the life space concept?

   The basic concept of cognitive-field psychology is life-space. Life space is a model of psychological reality. Life space does not refer to physical entities. Life space is used as a model, paradigm, or root metaphor that enables cognitive-field theorists to take into consideration the total contemporaneous life situation of an individual.

6. How many selves does an individual have?

   Many. Self is always in the process of its making. Self is capable of including a number of inconsistent selves.

7. Name three ways in which cognitive structure of life space changes.

   A person changes the cognitive structure of his life space through differentiation, generalization, and restructurization of its respective regions.

8. How do cognitive-field theory define intelligence?

   Cognitive-field psychologists define intelligence as the ability to respond in present situations on the basis of anticipation of future possible consequences and with a view to controlling the consequences that ensue.

9. Distinguish between intelligent and non-intelligent behavior.

   Cognitive-field psychologist view an intelligently behaving person as one who acts as if he is pursuing a purpose and has some foresights as to how it is to be achieved. Non-intelligent behavior arises when a person is pushed or pulled about as an inert, non-living object, just as a stone dislodged from a place of support fails to a lower lodgment.

10. Summarize cognitive-field theory.

    To summarize a cognitive-field theory of learning, we may say that a person learns through differentiating, generalizing, and restructuring his person and his psychological environment in such way as to acquire new or changed insights, understandings, or meanings concerning them, and thereby achieves changes in motivation, group belongingness, time perspective, and ideology.

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

# TEN KIT 2

## Learning Theories

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

### Performance Objective 1

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Did you read Chapter 3 of Learning Theories for Teachers? |
| ___ | ___ | 2. Did you identify the two major families of learning theory? |
| ___ | ___ | 3. Did you list the major theorists under each family? |
| ___ | ___ | 4. Did you take the matching exercise? |
| ___ | ___ | 5. Did you use the text to answer questions provided by the teacher supervisor? |
| ___ | ___ | 6. Are you ready for a critique by the teacher supervisor? |

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# TEN KIT 2

## Learning Theories

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

### Performance Objective 2

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Did you read Chapter 3 of Learning Theories for Teachers? |
| ___ | ___ | 2. Did you define the terms used in this chapter? |
| ___ | ___ | 3. Are you ready for a critique by the teacher supervisor? |

# TEN KIT 2

## Learning Theories

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

### Performance Objective 3

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Did you read Chapter 4 of Learning Theories for Teachers? |
| ___ | ___ | 2. Did you answer the questions for this chapter? |
| ___ | ___ | 3. Are you ready for a critique by the teacher supervisor? |

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# TEN KIT 2

## Learning Theories

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

### Performance Objective 4

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Did you read Chapter 5 of Learning Theories for Teachers? |
| ___ | ___ | 2. | Did you answer the questions covering Chapter 5? |
| ___ | ___ | 3. | Did you answer the questions without the use of the text? |
| ___ | ___ | 4. | Are you ready for a critique by the teacher supervisor? |

**

# TEN KIT 2

## Learning Theories

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

### Performance Objective 5

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Did you read and study Chapter 8 of Learning Theories for Teachers? |
| ___ | ___ | 2. | Did you answer the questions over the chapter? |
| ___ | ___ | 3. | Did you go through the list of questions a second time without the text? |
| ___ | ___ | 4. | Are you ready for a critique by the teacher supervisor? |

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

# TEN KIT 2

## Learning Theories

### PROFICIENCY ASSESSMENT

### Performance Objective 1

Name _____ Date _____

Proficiency requires that you perform with 90 percent accuracy on each of the following tests:

#### Test 1

Place the correct family title in the blank before each theorist's name. Use a B to indicate behaviorist and a G to indicate Gestalt-field.

____ 1. Wright

____ 2. Stephen

____ 3. Spence

____ 4. Combs

____ 5. Bayles

____ 6. Skinner

____ 7. Mowrer

____ 8. Barker

____ 9. Koffka

____10. Miller

____11. Thorndike

____12. Lewin

____13. Kohler

____14. Watsen

____15. Wertheimer

Test 2

1. What are the associationist origins of current behaviorisms?
2. List and describe the laws of Thorndike's connectionism.
3. What are the two chief characteristics of Watson's behaviorism?
4. What are the two chief characteristics of the Neobehaviorists?
5. What are the origins of Gestalt-field psychology?
6. What is the philosophical thinking behind the two families of psychology?
7. What is the relationship between scientific realism and S-R Conditioning?
8. What is positive relativism and Gestalt-field psychology?
9. How do the two families of psychology define reality?
10. How is environment defined by the two groups of psychologists?
11. How do the two groups define perception?
12. Is interaction of person and environment alternating or simultaneous and mutual?
13. What is experience?
14. What is motivation to adherents of S-R Conditioning?
15. What is motivation to Gestalt-field theorists?

# TEN KIT 2

## Learning Theories

### PROFICIENCY ASSESSMENT

### Performance Objective 1

Proficiency requires that the student perform with 90 percent accuracy on each of the following tests:

G 1. Wright

B 2. Stephen

B 3. Spence

G 4. Combs

G 5. Boyles

B 6. Skinner

B 7. Mowrer

G 8. Barker

G 9. Koffka

B 10. Miller

B 11. Thorndike

G 12. Lewin

G 13. Kohler

B 14. Watson

G 15. Wertheimer

# TEN KIT 2

## Learning Theories

### PROFICIENCY ASSESSMENT

Performance Objective 1 Test 2

1. What are the associationist origins of current behaviorisms?

   The association of ideas in minds

2. List and describe the laws of Thorndike's connectionism.

   a. Law of Readiness - A conduction unit that is ready to conduct is satisying, and for it not to do so is annoying.

   b. Law of Exercise - The more times a stimulus-induced response is repeated, the longer it will be retained.

   c. Law of Effect - A response is strengthened if it is followed by pleasure and weakened if followed by displeasure.

3. What are the two chief characteristics of Watson's behaviorism?

   They are based on (1) science of chemistry and physics and (2) Pavlov's work or substitution of one stimulus for another.

4. What are the two chief characteristics of the Neobehaviorists?

   They are based on (1) analysis of behavior and (2) response modification.

5. What are the origins of Gestalt-field psychology?

   The central idea is an organized whole in contrast to a collection of parts.

6. What is the philosophical thinking behind the two families of psychology?

   1. Whether man is an actice creature of instincts
   2. Passive or active in determining environment
   3. Purposive interacting with the environment

   (Two of the three answers above necessary)

7. What is the relationship between scientific realism and S-R Conditioning?

   S-R theorists have equated stimulus and response in psychology with cause and effect.

8. What is positive relativism and Gestalt-field psychology?

   a. Positive relativism is a thing that derives its qualities from its relationship to other things.

   b. Gestalt-field Psychology is the same as positive relativisim.

9. How do the two families of psychology define reality?

   a. Behaviorists define reality as physical objects and processes which exist in their own right.

   b. Gestalt-field defines reality as interpretation of physical objects and processes.

10. How is environment defined by the two groups of psychologists?

   a. Behaviorists define environment to be all of a person's physical and social surroundings.

   b. Gestalt-field defines environment to be what a person makes of what is around him.

11. How do the two groups define perception?

   a. Behaviorists define perception as sensing and deriving meaning which focuses on particular objects of the environment.

   b. Gestalt-field does not separate sensation of an object from its meaning.

12. Is interaction of person and environment alternating or simultaneous and mutual?

   a. Behaviorists see the interaction of person and environment as alternating.

   b. Gestalt-field see the interaction of person and environment as simultaneous and mutual.

13. What is experience?

   a. Behaviorists see experience as a conditioning process.

   b. Gestalt-field sees experience as:

      (1) purposively interacting with environment
      (2) insightful behavior

      (Either answer on b. is acceptable)

14. What is motivation to adherents of S-R Conditioning?

   Behaviorists see motivation as arising directly from one's organic drives or from a tendency to respond to prior conditioned drives and emotion.

15. What is motivation to Gestalt-field theorists?

   Gestalt-field sees motivation as a produce of disequilibrium within a life space.

TEN KIT 2

Learning Theories

PROFICIENCY ASSESSMENT

Performance Objective 2

Name _____ Date _____

Proficiency requires at least 90 percent accuracy on the following test over terms:

1. Behaviorism -

2. Stimulus-response Conditioning -

3. Gestalt-Field Theories -

4. Watson -

5. Thorndike -

6. Gestalt -

7. Organismic, Field, phenomenological, cognitive-field psychology -

8. Eclectic -

9. S-R Bond -

10. Connectionism -

TEN KIT 2, Learning Theories, Proficiency Assessment, Performance Objective 2

11. Trial-and Error -

12. Law of Readiness -

13. Law of Exercise or Repetition -

14. Law of Effect -

15. Associative shifting -

16. Neobehaviorist -

17. Prägnanz -

18. Similarity -

19. Closure -

20. Good Continuation -

21. Membership character -

22. Topological and Vector Psychology -

23. Scientific Realism -

24. Contemporary Logical Empiricists -

25. Positive Relativism -

26. Classical Conditioning -

27. Conditional response -

28. Instrumental Conditioning -

29. Extinction -

30. Reinforcement -

31. Primary Reinforcement -

32. Secondary Reinforcement -

33. Contiguous Conditioning -

34. Operant Conditioning -

35. Insight -

36. Thinking -

37. Operant -

38. Contingency of Reinforcement -

39. Positive Reinforcer -

40. Negative Reinforcer -

# TEN KIT 2

## Learning Theories

### PROFICIENCY ASSESSMENT

### Performance Objective 2

Proficiency requires at least 90 percent accuracy on the following test over terms:

1. Behaviorism - Watson; same as S-R conditioning.
2. Stimulus-response Conditioning - Same as behaviorism.
3. Gestalt-Field Theories - Learning is a reorganization of the learner's perceptual or psychological world.
4. Watson - Behaviorism
5. Thorndike - Connectionism
6. Gestalt - German noun, means configuration or pattern.
7. Organismic, Field, phenomenological, cognitive-field psychology - Other names associated with Gestalt psychology.
8. Eclectic - Obtain ideas from many sources.
9. S-R Bond - Thorndike; same as connectionism.
10. Connectionism - Thorndike; same as S-R Bond.
11. Trial-and-Error - Thorndike; Thorndike's description of cat getting out of a box.
12. Law of Readiness - For a conduction unit ready to conduct to do so is satisfying, and for it not to do so is annoying (Thorndike).
13. Law of Exercise or Repetition - Exercise strengthens the bond between situation and response (Thorndike).
14. Law of Effect - A response is strengthened if it is followed by pleasure and weakened if followed by displeasure (Thorndike).
15. Associative shifting - We may get any response for which a learner is capable associated with any situation to which he is sensitive (Thorndike).

TEN KIT 2, Learning Theories, Proficiency Assessment, Performance Objective 2

16. Neobehaviorist - Best term to describe contemporary S-R conditioning.

17. Prägnanz - The observer will impose order on the field in a predictable way (Gestalt).

18. Similarity - Similar items tend to form groups in perception (Gestalt).

19. Closure - Closed areas are more stable than unclosed ones.

20. Good Continuation - The observer tends to continue straight lines as straight lines and curves as curves (Gestalt).

21. Membership character - A single part gets its characteristic from the context in which it appears (Gestalt).

22. Topological and Vector Psychology - A special kind of field psychology (Lewin).

23. Scientific Realism - The physical world experienced by human beings is real and essentially what it appears to be when observed through the senses.

24. Contemporary Logical Empiricists - The current representatives of scientific realism.

25. Positive Relativism - Contrasts sharply with logical empiricism; neither assert nor deny an absolute existence; psychological reality is defined as what we make of what we gain from our environment; also called relativism; the central idea of relativism is that a thing derives its qualities from its relationship to other things.

26. Classical Conditioning - Pavlov; stimulus substitution.

27. Conditional response - One that is associated with, or envoked by, a new-conditioned-stimulus.

28. Instrumental Conditioning - Thorndike; Skinner; Associated with reinforcement.

29. Extinction - Organism gradually loses a response or habit through its repeating the response a number of times while no reinforcing stimulus accompanies it.

30. Reinforcement - Increases the probability that a response will occur on future trials.

31. Primary Reinforcement - Strengthens behavior through the satisfaction of a basic biological need on drive.

32. Secondary Reinforcement - Sometimes called higher-order reinforcement; have acquired their power of reinforcement through learning.

33. Contiguous Conditioning - Guthrie; conditioning with no reinforcement.

34. Operant Conditioning - Skinner; instrumental conditioning; reinforcement follows the response.

35. Insight - Insights occur when an individual, in pursuing his purpose, sees new ways of utilizing elements in his environment.

36. Thinking - Goal-related problem solving.

37. Operant - The behavior upon which the reinforcement is contingent. Example: The height to which a pigeon must raise his head before he is reinforced.

38. Contingency of Reinforcement - A sequence within which a response is followed by a reinforcing stimulus.

39. Positive Reinforcer - Any stimulus the presentation of which strengthens the behavior upon which it is made contingent.

40. Negative Reinforcer - Any stimulus the withdrawal of which strengthens that behavior.

TEN KIT 2

Learning Theories

PROFICIENCY ASSESSMENT

Performance Objective 3

Name_____ Date_____

Proficiency requires that you list, with 90 percent accuracy, six S-R theorists and explain the four neobehaviorist's concepts of the nature of learning.

A. Six S-R theorists that explain learning in terms of conditioning are:

1._____ 5._____

2._____ 6._____

3._____

4._____

5._____

B. The four neobehaviorist's concepts of the nature of learning are:

1._____

_____

2._____

_____

3._____

_____

4._____

_____

TEN KIT 2

Learning Theories

PROFICIENCY ASSESSMENT

Performance Objective 3

Proficiency requires that the student list, with 90 percent accuracy, six S-R theorists and explain the four neobehaviorist's concepts of the nature of learning.

A. Six S-R theorists are:

1. Gutherie
2. Hull
3. Skinner
4. Spence
5. Tolmon
6. Mowrer

B. The four neobehaviorist's concepts of the nature of learning are:

1. Contigious Conditioning - Learning which is acting at the time of a response, tend to evoke that response.
2. Deductive Behaviorism or Reinforcement Theory - Learning is stamped in through a process of repeated need or drive stimulus reductions.
3. Operant Conditioning - Learning occurs through reinforcing after the stimulus occurs.
4. Quantitative S-R Theory - Learning is a non-observable, hypothetical construct or variable that intervenes between observable independent and dependent variables.

# TEN KIT 2

## Learning Theories

### PROFICIENCY ASSESSMENT

### Performance Objective 4

Name _____ Date _____

Proficiency requires that you perform with at least 90 percent accuracy on the following test:

1. State one reason Skinner used animals to study operant reinforcement.

2. State the psychological theory underlying Skinner's teaching procedures.

3. List two meanings of the "science of behavior" concept.

4. The relationship between the science of behavior and determinism is shown in the following statement.

5. Operant conditioning is non-physiological and non-phenomenological. Write a statement which would show this relationship.

6. What is the nature of operant conditioning or reinforcement? Use the pigeon as an example to clarify this concept.

7. Define a contigency of reinforcement.

TEN KIT 2, Learning Theories, Proficiency Assessment, Performance Objective 4

8. State Skinner's explanation of the difference between operant and reflective conditioning

9. List the processes of operant reinforcement and extinction.

10. List the two kinds of reinforcers.

11. Is punishment reinforcement? Give an example to support your position.

12. What are the types of operant reinforcement?

13. Define extinction.

14. Give an example of how operant conditioning may be applied to schoolroom practices.

15. According to Skinner, the shortcomings of current educational practice are:

16. What are the four relevant considerations in conditioning (teaching) a child?

17. Teaching machines work on the following two basic requirements.

18. State four advantages of the use of mechanical teaching devices.

19. Can machines teach a child to think? State two similarities between machines and thinking which makes Skinner think that machines can teach a child to think.

TEN KIT 2

Learning Theories

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PROFICIENCY ASSESSMENT

Performance Objective 4

Proficiency requires at least 90 percent accuracy on the following test:

1. State one reason Skinner used animals to study operant reinforcement.

   Simple organisms, easy to observe.

2. State the psychological theory underlying Skinner's teaching procedures.

   Psychologists should restrict their study to the correlations between stimuli and responses and not meddle with any "make-believe" psychology which constructs intervening physiological and mental links between stimuli and responses.

3. List two meanings of the "science of behavior" concept.

   a. A scientific-realistic definition of science--Skinner works on the assumption that there is order in nature, including human behavior.

   b. Man, a subject of science--it is not to be assumed that human behavior has any peculiar properties that require a unique method of special kind of knowledge.

4. The relationship between the science of behavior and determinism is shown in the following statement.

   Skinner's psychology implies a strictly naturalistic determinism.

5. Operant conditioning is non-physiological and non-phenomenological. Write a statement which would show this relationship.

   Skinner is convinced that the proactive of looking inside an organism for an explanation of behavior has tended to obsure the variables that lie outside the organism and are immediately available for scientific analysis.

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6. What is the nature of operant conditioning or reinforcement? Use the pigeon as an example to clarify this concept.

   In the pigeon experiment, theprocess of operant conditioning is the change in frequency with which the head is lifted to a given height, the reinforcer is food, and the reinforcement is food presentation when the response is emitted.

7. Define a contigency of reinforcement.

   A contingency of reinforcement is a sequence within which a response is followed by a reinforcing stimulus.

8. State Skinner's explanation of the difference between operant and reflective conditioning.

   Reflexive substitution. In operant learning the most significant stimulus is that which immediately follows the response.

9. List the processes of operant reinforcement and extinction.

   Any stimulus whose presentation or removal increases the probability of a response is a reinforcer. Withold the reinforcer and extinction occurs.

10. List the two kinds of reinforcers.

    A positive reinforcer is any stimulus the presentation of which strengthens the behavior upon which it is made contingent. A negative reinforcer is any stimulus the withdrawal of which strengthens that behavior.

11. Is punishment reinforcement? Give an example to support your position.

    Punishment is a basically different process from reinforcement. Results of experiments indicate that punishment does not permanently reduce a tendency to respond. In Thorndike's experiment punishment did not weaken the behavior.

12. What are the types of operant reinforcement?

    There are two rather distinct types of operant reinforcements -- stimulus discrimination and response differentiation.

13. Define extinction.

    When not reinforced subject does not respond.

14. Give an example of how operant conditioning may be applied to schoolroom practices.

    Teaching spelling is mainly a process of shaping complex forms of behavior. In other subjects, for example arithmetic, response must be brought under the control of appropriate stimuli.

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15. According to Skinner, the shortcomings of current educational practice are:

    a. Behavior is dominated by aversion (escape) stimulation.

    b. Too great a lapse of time exists between behavior and its reinforcement.

    c. A skillful program of reinforcement that moves forward through a series of progressive approximations to the final complex behavior desired is progressive approximations to the final complex behavior desired is lacking.

    d. Reinforcement of desired behavior occurs much too infrequently.

16. What are the four relevant considerations in conditioning (teaching) a child?

    a. What behavior is to be established.

    b. What reinforcers are available.

    c. What responses are available.

    d. How can reinforcements be met efficiently scheduled.

17. Teaching machines work on the following two basic requirements.

    a. A student must compare his response rather than select it from a set of alternatives.

    b. In acquiring complex behavior, a student must pass through a carefully designed sequence of steps; each step must be so small that it always can be taken.

18. State four advantages of the use of mechanical teaching devices.

    a. Reinforcement for the right answer is immediate.

    b. Mere manipulation of the device probably will keep the average pupil working.

    c. A student may progress at his own pace.

    d. May start where stopped.

    c. Each student may advance at our rate.

19. Can machines teach a child to think? State one similarity between machines and thinking which makes Skinner think that machines can teach a child to think.

    Yes. Thinking is not the absence of lawfulness and it should never be considered a spontaneous process.

TEN KIT 2

Learning Theories

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PROFICIENCY ASSESSMENT

Performance Objective 5

Name _____ Date _____

Proficiency requires that you score at least 90 percent accuracy on the following test:

1. What is the chief difference between cognitive-field theory and S-R conditioning theory?

2. Why are both terms cognitive and field used?

3. What are the essential features of cognitive-field psychology?

4. How do cognitive-field theorists use the life space concept?

5. In cognitive-field theory what is the origin and nature of a person?

TEN KIT 2, Learning Theories, Proficiency Assessment, Performance Objective 5

6. How many selves does an individual have?

7. Name three ways in which cognitive structure of life space changes.

8. How do cognitive-field theorists define intelligence?

9. Distinguish between intelligent and non-intelligent behavior.

10. Summarize cognitive-field theory.

TEN KIT 2

Learning Theories

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PROFICIENCY ASSESSMENT

Performance Objective 5

Proficiency requires at least 90 percent accuracy on the following test:

1. What is the chief difference between cognitive-field theory and S-R conditioning theory?

   Cognitive-Field theory states that learning must be studied by wholes while S-R theroists state that learning must be studied by studying the parts of which the learning process is composed.

2. Why are both terms cognitive and field used?

   The cognitive aspect of cognitive-field theory deals with the problem of how people gain an understanding of themselves and their environment and how, using their cognitions, they act in relation to their environment. The field aspect consists of the concurrent interrelationships of a person and his psychological environment in any one situation.

3. What are the essential features of cognitive-field psychology?

   Its relativistic approach to the study of perception and reality. Also behavior is purposive, emphasis on psychological function rather the objects.

4. How do cognitive-field theorists use the life space concept?

   The basic concept of cognitive-field psychology is life-space. Life space is a model of psychological reality. Life space does not refer to physical entities. Life space is used as a model, paradigm, or root metaphor that enables cognitive-field theorists to take into consideration the total contemporaneous life situation of an individual.

6. How many selves does an individual have?

   Many. Self is always in the process of its making. Self is capable of including a number of inconsistent selves.